



# PROJECT COMPASSION

**UNITE  
AGAINST  
POVERTY**  
this Lent



 [projectcompassion.org.au](https://projectcompassion.org.au)

## TEACHER'S HANDBOOK

Upper Primary (3 to 6)

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## STUDENT PILGRIM PATHWAYS JOURNAL

- In response to the Year of Jubilee theme, Pilgrims of Hope, we have designed the Project Compassion learning experience as a pilgrimage.
- To accompany this Teacher Handbook, students have a [Pilgrim Pathways Journal](#) to complete as they encounter, learn, reflect, pray and take action to *Unite Against Poverty this Lent*.

## IMPORTANT – STUDENT WELLBEING

At Caritas Australia, we believe that all people should be treated with respect and dignity. Everyone has the right to feel safe, especially children and vulnerable adults. Please consider your audience when selecting which stories and activities to share with your class.

Our Safeguarding animation recognises that learning about challenges to the health, wellbeing and safety of others and our earth can be hard and encourages young people to talk to their teacher or trusted adult if they're feeling worried or upset about anything they have learnt through our resources or activities. The animation also acknowledges Caritas Australia's commitment for children and vulnerable adults to feel valued and heard by encouraging them to share their great ideas with us.

Please use our animation before sharing the Project Compassion resources with your students.



[Watch Caritas Australia's Safeguarding Animation](#)

**Please note:** This resource contains links to external web sites. Caritas Australia takes no responsibility for the content of such sites, nor do links to such sites imply endorsement of the views expressed therein. External links are provided for informational purposes only. Access the full policy here: [Caritas Australia's Copyright Policy](#)

# RESOURCES GUIDE

**All our resources are online!** Access the films and written stories, teaching materials, and our fundraising and awareness raising ideas at [caritas.org.au/project-compassion](http://caritas.org.au/project-compassion). Find links to online resources in the table below.

	Resource	Description/Suggested Use
For Students	<a href="#">Pilgrim Pathways Journal</a> (Student workbook)	A printable/fillable PDF journal (workbook) where students record their work as they encounter, learn, reflect, pray and take action to <i>Unite Against Poverty this Lent</i> .
	<a href="#">Pilgrims Place</a> (Online student zone)	An interactive image with films, photos, stories and information for students to use to complete their Pilgrim Pathways Journal.
	<a href="#">Audio Described Stories</a>	A story for each week with included audio descriptions.
For Teachers	<a href="#">School's Guide</a>	A guide for the REC, APRE or Social Justice Leader. Includes tips to plan Project Compassion for the whole school.
	<b>Teacher Handbook PDF</b>	Available in <a href="#">Lower Primary</a> and <a href="#">Upper Primary</a> versions, introducing Project Compassion, the Year of Jubilee and learning experience/pilgrimage.
	<a href="#">Introducing Project Compassion (PPT)</a>	Overview of all 3 featured Project Compassion programs and the work of Caritas Australia.
Media	<b>Films</b>	There is an <a href="#">Introduction to Project Compassion Film</a> along with short 'Day in the Life' films for <a href="#">Samoa</a> , <a href="#">Vietnam</a> and the <a href="#">Democratic Republic of the Congo</a> . Toefuata'iga's film and Lam's film may also be suitable for an upper primary audience are included in <a href="#">Pilgrims Place</a> .
	<b>Photo Galleries</b>	View photos from the field. Photos for each story are available through the interactive upper primary student zone: <a href="#">Pilgrims Place</a> .

	Resource	Description/Suggested Use
Fundraising	<a href="#">Fundraising Booklet</a>	Ideas to inspire fundraising and awareness raising activities linked to the Project Compassion stories. visit <a href="http://caritas.org.au/fundraiseonline">caritas.org.au/fundraiseonline</a> to register your fundraising activities!
	<a href="#">The Big Water Walk</a>	This schools guide with accompanying resources will assist teachers to run the Big Water Walk in solidarity with the millions of people who walk for water each day.
Prayer and Reflection	<a href="#">Ash Wednesday Liturgy</a>	Liturgy of the Word, including distribution of the ashes. Includes an accompanying PPT presentation to use throughout the liturgy.
	<a href="#">Prayer (PPT)</a>	The Project Compassion prayer with beautiful images. Use as a daily or weekly prayer for students or staff, or at an assembly.
	<a href="#">Weekly Reflections</a>	Weekly reflections for staff, linking the Project Compassion stories to the Sunday Scripture readings. Use for weekly staff reflections during Lent.
	<a href="#">Way of the Cross (PPT)</a>	A reflection following the Way of the Cross, to use during Holy Week. Leaders' Notes included.
Telling Others	<a href="#">Newsletter Notices</a>	A brief insert for your weekly school newsletter, explaining the week's Project Compassion story. Include in print/online school communications. Use on school social media and website.
	<a href="#">Social Media Toolkit</a>	Content and assets to share your support of Project Compassion through your social media channels.

# CURRICULUM: RELIGIOUS EDUCATION AND BEYOND

## RELIGIOUS EDUCATION

There are many Religious Education curricula around the country, however it is not surprising that there are also many common themes. We have drawn on these common themes:

- Living the mission of Jesus
- Different forms of prayer
- Catholic Social Teachings: Human Dignity, Preferential Option for the Poor, Solidarity, Subsidiarity and Participation, Care for Our Common Home and The Common Good
- Initiation and belonging
- Action for justice and peace.

## PROJECT COMPASSION AND THE AUSTRALIAN CURRICULUM

Linking the themes of Project Compassion with the curriculum is an opportunity for students to engage more deeply with justice and the work of Caritas Australia. The stories and learning tasks featured can relate broadly to the following Australian Curriculum areas.

## CROSS-CURRICULUM PRIORITIES

### Asia and Australia's engagement with Asia

Collaboration and engagement with the peoples of Asia support effective regional and global citizenship. Australians play a significant role in social, cultural, political and economic developments in the Asia region. Look for Lam's Story (Vietnam).

### Sustainability

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability. Look for Toefuata'iga's Story (Samoa).

## GENERAL CAPABILITIES KEY IDEAS

### Intercultural Understanding

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours.

### Personal and Social Capability

Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students are encouraged to: appreciate diverse perspectives, contribute to civil society and understand relationships. Look for Lam's Story (Vietnam)

### Ethical Understanding

In developing and acting with ethical understanding, students: examine values (see Catholic Social Teaching Guide page 14), explore rights and responsibilities and consider other points of view.

# FUNDRAISE ONLINE

Raise funds the easy way - online!

No cash at your school? *No problem!*

Setting up your schools online fundraising page is simple!

Visit: [www.caritas.org.au/fundraiseonline](http://www.caritas.org.au/fundraiseonline)

## 💡 Tips for success at your school:

- Create teams for classes or houses to add a little friendly competition! 🏆
- Share your fundraising page and QR code with your school community to spread the word!
- Access awesome tools and resources to make Project Compassion at your school the best yet!

## Register your fundraiser

1. VISIT: [www.caritas.org.au/fundraiseonline](http://www.caritas.org.au/fundraiseonline)
2. SEARCH for your school's name
3. SELECT 'ACTIVATE YOUR SCHOOL'S PROFILE - FOR TEACHERS'
4. FILL in your school details, add a profile picture (maybe your school logo) and choose your schools fundraising goal
5. CREATE teams/classes for your students to join (*only a teacher can set up teams!*)
6. SHARE your school page to encourage participation and support
7. START your school fundraising!

# THE BIG WATER WALK

Unite your whole school community and take on **The BIG Water Walk** at your school this Lent. Your school will raise funds to bring *clean, safe drinking water to communities around the world!*

## How to host your School's BIG Water Walk:

1. **Pick a date:** Choose a day during Lent that works for your school.
2. **Set your route:** You could plan laps around your school oval, circuits through your school grounds, or even a walk to a local park!
3. **Consider adding a challenge:** Consider carrying water during the walk to simulate the daily journey faced by vulnerable communities.
4. **Promote the Event:** Share details with students, parents, and staff to build excitement and support.

Join The  
Big Water  
Walk for  
schools



Step 1

Register  
now



Step 2

Choose your walk  
day and distance



Step 3

Raise funds  
and have fun

Download The Big Water Walk Guide

# Live Caritas Q&As

Explore the different stories, programs and issues for each week of Project Compassion with our Caritas Q&As.

## WHAT ARE CARITAS Q&As?

During Project Compassion, Caritas Australia is offering the chance to interact online with our staff and partners in Australia and overseas!

Caritas Q&As are 30-minute sessions hosted by Caritas Australia on Zoom. The sessions are a unique opportunity for students to connect with the people positively affected through Caritas-supported programs and to learn more about the impact of their generous donations.

Caritas Q&As are open to students in **Years 4–12** and are available across all time zones.

## HOW WILL IT WORK?

Caritas Q&As run across Lent during school term and will focus on a different Project Compassion story and program each week.

Help prepare your students for a Caritas Q&A by:

- showing them the relevant Project Compassion video
- working through our Project Compassion school resources or relevant social justice resources
- guiding them to create a question to ask Caritas staff/partners.

## HOW DO I REGISTER?

Go to <https://www.caritas.org.au/project-compassion/caritas-q-a/> to register your class in the session that suits you.



**Register your class  
for Caritas Q&As**



# Q&A TIMETABLE

All times listed below are AEDT. Please adjust for your time zone.

Note: Times are subject to change prior to Lent, depending on our program partners' availability.

<b>Toefuata'iga's Story</b> (Samoa)	<b>Primary (Y4-6)</b>	<b>Wednesday 12 March</b>	<b>Thursday 13 March</b>
		9:15 am 2:15 pm	10:30 am 12:15 pm
	<b>Secondary (Y7-12)</b>	<b>Wednesday 12 March</b>	<b>Thursday 13 March</b>
		11:00 am 1:00 pm	9:00 am 2:00 pm

<b>Lam's Story</b> (Vietnam)	<b>Primary (Y4-6)</b>	<b>Monday 17 March</b>	<b>Thursday 20 March</b>
		10:30 am 12:15 pm	9:15 am 2:15 pm
	<b>Secondary (Y7-12)</b>	<b>Monday 17 March</b>	<b>Thursday 20 March</b>
		9:00 am 2:00 pm	11:00 am 1:00 pm

<b>Irene's Story</b> (Democratic Republic of the Congo)	<b>Primary (Y4-6)</b>	<b>Monday 24 March</b>	<b>Wednesday 25 March</b>
		9:15 am 2:15 pm	10:30 am 12:15 pm
	<b>Secondary (Y7-12)</b>	<b>Monday 24 March</b>	<b>Wednesday 25 March</b>
		11:00 am 1:00 pm	9:00 am 2:00 pm

Register at <https://www.caritas.org.au/project-compassion/caritas-q-a/>

# Catholic Social Teaching (CST) Guide

Catholic Social Teaching (CST) principles cover all spheres of life – the economic, political, ecological, personal and spiritual. The principles are inspired by scripture and the writings of the Pope and other Catholic leaders about social issues.

**Caritas Australia's work is shaped by the tradition of Catholic Social Teaching.**

## HUMAN DIGNITY

We believe every human being is created in the image and likeness of God and therefore has inherent dignity that should always be safeguarded.



## SUBSIDIARITY AND PARTICIPATION

We believe all people have the right to participate in decisions that affect their lives. Subsidiarity requires that decisions are made by people closest and most affected by the issues and concerns of the community.



## SOLIDARITY

We believe we are part of one human family and have a responsibility to help each person achieve their full potential.



## THE COMMON GOOD

We believe the good of each human person is intimately related to the good of the whole community. We are all responsible for each other.



## PREFERENTIAL OPTION FOR THE POOR

We believe in prioritising the women, men and children most vulnerable to extreme poverty and injustice.



## CARE FOR OUR COMMON HOME

We believe that care for our common home is vital for the common good of all people. We believe a true ecological approach is a social approach. We are to be protectors of creation and of one another.



For more on Catholic Social Teaching, including classroom activities, short films and other resources, visit our [CST Toolkit](#).



# PROJECT COMPASSION AND THE YEAR OF JUBILEE

Let's all *Unite Against Poverty!* There is no time like 2025!

This year is an exciting time in the life of the Catholic Church. A Jubilee year only comes around once every quarter of a century, and it brings with it a special invitation for each one of us. That invitation is close to the heart of Caritas Australia's Project Compassion. The theme of Jubilee 2025 is Pilgrims of Hope. It is hope which calls us to come together and *Unite Against Poverty*.

The word 'Jubilee' comes from the Hebrew word for a ram's horn, which was blown to announce the start of a Jubilee year in the Bible. The idea of a jubilee goes right back to biblical times and is closely linked to our call to a faith that does justice. It stems from the idea of a Sabbath. Once a week, from the beginning of our relationship with God, we stopped work to rest. Every seven years, at least part of the land was allowed to rest and recover, something that modern science happens to appreciate as part of caring for Earth. During a Jubilee year, debts were cancelled, people could rest, and because crops weren't planted, even the land was able to rest. It was seen as a fresh start.

It was also a time of freedom: prisoners and slaves were freed, and land was given to those who didn't have any. It was known as the year of the Lord's favour.

In Chapter 4 of Luke's Gospel, when Jesus returns to his hometown, he announces the 'year of the Lord's favor.' This is the meaning of jubilee: 'he has sent me to bring good news to the poor and freedom for those in captivity'.

During Lent, we are called to be good news for the poor. Project Compassion is a wonderful way to do this. This year, we share 3 challenging yet inspiring stories. We meet Toefuata'iga in Samoa, Lam

from rural Vietnam, and Irene from the Democratic Republic of the Congo. We encourage students to discover the power of giving and the impact that their contribution, however big or small, can have in the lives of others.

Let us come together once again in this Year of Jubilee as pilgrims of hope and *Unite Against Poverty!*

## Introducing Project Compassion

Introduce Caritas Australia's Project Compassion appeal using the following resources:

- [Introduction to Caritas Australia – Upper Primary](#)
- [Introduction to Project Compassion PPT](#)
- [Introduction to Project Compassion – Video](#)

# PILGRIMS OF HOPE

**Project Compassion 2025 for students** is reflective and prayerful in nature. It is designed for students to participate in **three small pilgrimages** throughout Lent without leaving the school grounds. It is important that students understand what a pilgrimage is, in order to embark on one. A pilgrimage is not simply a trip to a sacred site. It is a deliberate journey that allows time and space to engage with one's own thoughts and feelings and it provides us with opportunities to encounter God.

**The three pilgrimages are divided into five parts and will be repeated three times throughout the course of Lent.** Each time a new pilgrimage begins, students will be given the opportunity to journey to a different country and see how someone in that place lives. They can reflect on their own life knowing how it might be both similar to and different from those they meet. Students are invited to meet Toefuata'iga from Samoa, Lam from Vietnam and Irene from the Democratic Republic of the Congo.

As with any pilgrimage, preparation is required. In this stage, students understand what a pilgrimage is, how it is undertaken and how they will be encouraged to respond and reflect along the way. Several suggested activities are presented in the following pages. There are class sessions and student sessions. **Class sessions are completed by the whole class. Student sessions mean that students may decide if they complete it.** It is encouraged that at least two student activities per section are completed in order to experience a well-rounded pilgrimage.

The **five parts of the pilgrimages** that follow are:



## PREPARE

**The preparation phase for each pilgrimage is the same.**

- 1. Set aside time** – it might be useful to have a consistent time each day where students are invited to journey through Lent.
- 2. Set an intention** – This can be a class intention or an individual intention. For example – ‘Be open to hear God’s voice in others’ or ‘Decide what I can do for others this Lent’.
- 3. Slow down** – When we rush through life, we often don’t hear what is really going on or being said. If we take time to do tasks slowly and intentionally, we are more likely to learn and grow from the experience.
- 4. Signify the beginning and the end** – Each time students start their sessions, whether daily, three times a week or weekly signify the beginning and the end with the same prayer, sound, song or ritual. For example, you might recite the Our Father together, sound a chime, sing a song or light a candle. At the end of the session, you might like to repeat the same to signify closure until next time.
- 5. Pray** - Be sure to invite Jesus into the reflection space. It might be as simple as Jesus, be with us today.



Toefuata'iga (13) fills up her water bottle from a Samoan primary school's water tank.  
Photo: Caritas Australia.

# Toefuata'iga's Story

## (SAMOA)

### PREPARE

Walk through the preparation steps on page 9 with students, giving them a voice as to how they would like to begin and end each session. This pilgrimage focuses on Toefuata'iga (Toy-foo-ah-tah-ing-ah) in Samoa.

### ENCOUNTER

#### ACTIVITY 1 (Class session)

Read **Toefuata'iga's story** or watch the film via the virtual [Pilgrims Place](#).

Allow the students some quiet time to think about what they have seen and heard.

Watch, read or listen again.

[Pilgrim Pathways Journal](#) p.2 - Give students time to reflect in their journal and complete the different sections: My First Thoughts, Questions I Have and My Prayer. Students reflect in a way that feels most comfortable for them – sentences, paragraphs, dot points or sketches. Remind them that this is their pilgrimage, and these are suggestions.

#### ACTIVITY 2 (Student session)

Explore the [Student Zone: Pilgrims Place](#), focusing on Toefuata'iga's life in Samoa.

# TOEFUATA'IGA'S STORY – PILGRIMAGE



## REFLECT

### ACTIVITY 3 (Class session)

Read [Matthew 25:34-40](#).

The Corporal Works of Mercy find their foundation in this Scripture. More information about the Corporal Works of Mercy can be found [here](#). In a class discussion have students identify the Seven Corporal Works of Mercy:

- Feed the hungry
- Give drink to the thirsty
- Clothe the naked
- Give shelter to travellers,
- Visit the sick
- Visit the imprisoned
- Bury the dead

Students reflect on which Corporal Work/s of Mercy was/were evident in Toefuata'iga's story.

Visit the Caritas Australia website for an additional [Works of Mercy Prayer](#)

### ACTIVITY 4 (Student session)

**Pilgrim Pathways Journal** p.3 - Answer at least three (3) questions from section 1 and two (2) questions from section 2 in their journal.

#### Section 1:

1. Who is affected by the water shortage in Samoa?
2. In your own words retell Toefuata'iga's story?
3. When did things begin to change?
4. Where does the story take place?
5. Why do you think there is a water shortage in the area?
6. How did Caritas help?

#### Section 2:

1. When the issue of a water shortage arises, who can help?
2. What change could I make that would make a difference to Toefuata'iga?
3. When is the time for action?
4. Where do I fit into the story?
5. Why am I a part of Toefuata'iga's future?
6. How might I spread the word or advocate for Toefuata'iga?

# TOEFUATA'IGA'S STORY – PILGRIMAGE

## ACTIVITY 5 (Class session)

### Catholic Social Teaching – Preferential Option for the Poor

Student-friendly explanation:

- A way of responding in love when people don't have what they need.
- The Bible teaches us to take extra special care of the most vulnerable people in society.
- We should try to create a fairer world.

**Pilgrim Pathways Journal** p.3 - How is this Catholic Social Teaching demonstrated in Toefuata'iga's story?

For more teaching resources on Preferential Option for the Poor for Middle and Upper Primary, refer to our [CST Toolkit](#)

## ACTIVITY 6 (Student session)

**Pilgrim Pathways Journal** p.4 – Students write or draw a response to the question:

- How were Toefuata'iga and the students at the school hungry, thirsty or imprisoned?

## ACTIVITY 7 (Student session)

Students brainstorm responses to the following:

- If the school has water in the taps, then...
- If the school doesn't have water in their taps, then...

**Pilgrim Pathways Journal** p.4 - List as many possibilities as you can. You might have heard some in Toefuata'iga's story but there are others.



## ACTIVITY 8 (Class session)

Lent is about preparing for the death and resurrection of Jesus. We do this through prayer, fasting and almsgiving.

After learning about Toefuata'iga's story in Samoa discuss as a class how students could participate in these Lenten actions.

- Is there a class action that you could complete?
- What might it be?  
(Note: Fasting isn't just about abstaining from food. It could be something like gossiping, harsh words, wasting water or rubbish)

## ACTIVITY 9 (Student session)

**Pilgrim Pathways Journal** p.5 Students reflect on their own Lenten journey and complete at least two sections on the final page of their Pilgrims Pathway journal in Toefuata'iga's journey.

It includes:

- Questions I still have
- Personal Lenten commitment
- I used to think... Now I think... (This is a reflective device for students to return to the beginning of the pilgrimage. It allows them to reflect on their thinking, connect to their prior knowledge, explore how their thinking has changed and talk about and make their thinking visible to others)

*Activity 9 continues on the next page*

# TOEFUATA'IGA'S STORY – PILGRIMAGE

(continued ...)

- Write a prayer that summarises your journey so far. The style of prayer that students write may vary depending on their year level and the different types of prayer they have encountered. They might write a prayer of petition, one of praise or one of thanksgiving.

## ACTIVITY 10 (Student session)

Create a collage, draw a picture, write a poem or write a persuasive piece about water and how you use it in your life. N.B. A page is not included in the Pilgrim Pathway Journal for this activity.



## PRAY

## ACTIVITY 11 (Class session)

Conclude the first pilgrimage with a class prayer ritual which includes an opportunity for students to share something they learnt, heard or reflected on throughout the pilgrimage. You might like to do this in a sacred prayer space in the classroom with a lit candle. Be sure to include your classes' chosen way to begin/end each reflective session.

Discuss ways you can share your pilgrimage experiences with others at school or at home.



Caritas  
AUSTRALIA

PROJECT  
COMPASSION



Lam is working as a freelance Graphic Designer from his home in Quang Nam, Vietnam.  
Photo: Caritas Australia

# Lam's Story

## (Vietnam)

### PREPARE

Walk through the pilgrimage preparation steps (p.9) once again with students. Give them a voice as to how they would like to begin and end each session. They might like to make it different from their previous pilgrimage. This pilgrimage focuses on Lam in Vietnam.

### ENCOUNTER

#### ACTIVITY 1 (Class session)

Read **Lam's story** or watch the film via the virtual [Pilgrims Place](#)

Allow the students some quiet time to think about what they have seen and heard.

Watch, read or listen again.

[Pilgrim Pathways Journal](#) p.6- Give students time to reflect in their journal and complete the different sections: My First Thoughts, Questions I Have and My Prayer. Students reflect in a way that feels most comfortable for them – sentences, paragraphs, dot points or sketches. Remind them that this is their pilgrimage, and these are suggestions.

#### ACTIVITY 2 (Student session)

Explore the Student Zone: [Pilgrims Place](#), focusing on Lam's life in Vietnam.

# LAM'S STORY – PILGRIMAGE



## REFLECT

### ACTIVITY 3 (Class session)

Re-read [Matthew 25:34-40](#).

Discuss how the Seven Corporal Works of Mercy are relevant in the world today.

1. Feed the hungry
2. Give drink to the thirsty
3. Clothe the naked
4. Give shelter to travellers,
5. Visit the sick
6. Visit the imprisoned
7. Bury the dead

Students reflect on which Corporal Work/s of Mercy was/were evident in Lam's story.

Visit the Caritas Australia website for an additional [Works of Mercy Prayer](#)

### ACTIVITY 4 (Student session)

**Pilgrim Pathways Journal p.7:** Answer at least three (3) questions from section 1 and two (2) questions from section 2 in their journal.

#### Section 1:

1. Who is the story about?
2. In your own words retell Lam's story?
3. When did things begin to change for Lam?
4. Where does the story take place?
5. Why do you think people with disabilities are often left out?
6. How did Caritas help?

#### Section 2:

1. Who is responsible for looking out for others here in Australia and around the world?
2. What change could I make that would make a difference to Lam's life or people like Lam?
3. When is the best time for action?
4. Where do I fit into the story?
5. Why does Caritas advocate for Lam?
6. How might I spread the word or advocate for Lam?



# LAM'S STORY – PILGRIMAGE

## ACTIVITY 5 (Class session)

### Catholic Social Teaching – Human Dignity

Student-friendly explanation:

- Every person is made in the image of God.
- We are all valuable and worthy of respect and fairness because we are all human.

**Pilgrim Pathways Journal** p.7: How is human dignity demonstrated in Lam's story?

For more teaching resources on Human Dignity for Middle and Upper Primary, refer to our [CST Toolkit](#)

## ACTIVITY 6 (Student session)

**Pilgrim Pathways Journal** p.8: Students write or draw a response to the question:

- How might Lam have been considered hungry, thirsty, unsheltered or imprisoned?

## ACTIVITY 7 (Student session)

Students brainstorm responses to the following:

- What if Lam never got to participate in the I-SHINE program?
- What if you weren't provided with help when you found something difficult?

**Pilgrim Pathways Journal** p.8: List as many possibilities for each question as you can. Share your thoughts with someone else who has chosen this same activity.



## ACTIVITY 8 (Class session)

Lent is about preparing for the death and resurrection of Jesus. We do this through prayer, fasting and almsgiving.

After learning about Lam's story in Vietnam discuss as a class how students could participate in these Lenten actions.

- Is there a class action that you could complete? You might like to focus on a different action to the first pilgrimage.

## ACTIVITY 9 (Student session)

**Pilgrim Pathways Journal** p.9: Students then reflect on their own Lenten journey and complete at least two sections on the final page of their Pilgrims Pathway journal in Lam's journey.

It includes:

- Questions I still have
- Personal Lenten commitment
- I used to think... Now I think...
- Write a prayer that summarises your journey so far. The style of prayer that students write may vary depending on their year level and the different types of prayer they have encountered. They might write a prayer of petition, one of praise or one of thanksgiving.



# LAM'S STORY – PILGRIMAGE

## ACTIVITY 10 (Student session)

Lam dreamt of working with computers and drawing. Create a collage, draw a picture, write a poem or write a list of your hopes and dreams for the future.

Note: A page is not included in the Pilgrim Pathway Journal for this activity

## ACTIVITY 11 (Student session)

Make traditional Vietnamese paper flowers – paper flowers are sold in the markets. Due to the heat, they are used instead of fresh flowers to decorate houses, businesses and graves.

Lam and his friends at the I-SHINE program have learnt to make paper flowers to sell. Join the Vietnamese paper flower making tradition and make your own beautiful handmade paper flowers. There are many different examples and instructions online.

Decorate a special area in your classroom or school, have a flower stall or exhibition and raise money for Project Compassion.



## ACTIVITY 12 (Class session)

Conclude the second pilgrimage with a class prayer ritual which includes an opportunity for students to share something they learnt, heard or reflected on throughout the pilgrimage. You might like to do this in a sacred prayer space in the classroom with a lit candle. Be sure to include your classes' chosen way to begin/end each reflective session.

Discuss ways you can share your pilgrimage experiences with others at school or at home, being mindful that the experience might not be something students feel comfortable sharing.



Lam and other I-SHINE program youth with a disability create and sell handmade flowers in Vietnam. Photo: Caritas Australia



# Irene's Story

## (Democratic Republic of the Congo)

### PREPARE

Walk through the pilgrimage preparation steps (p.9) once again with students. Give them a voice as to how they would like to begin and end each session. They might like to make it different from their previous pilgrimages. This pilgrimage focuses on Irene in The Democratic Republic of the Congo.

### ENCOUNTER

#### **ACTIVITY 1 (Class session)**

**Read Irene's story** or watch the film via the virtual [Pilgrims Place](#).

Allow the students some quiet time to think about what they have seen and heard. Watch, read or listen again.

[Pilgrim Pathways Journal](#) p.10: Give students time to reflect in their journal and complete the different sections: My First Thoughts, Questions I Have and My Prayer. Students reflect in a way that feels most comfortable for them – sentences, paragraphs, dot points or sketches. Remind them that this is their pilgrimage, and these are suggestions.

#### **ACTIVITY 2 (Student session)**

Explore the Student Zone: [Pilgrims Place](#), focusing on Irene's life in Vietnam.

# IRENE'S STORY – PILGRIMAGE



## REFLECT

### ACTIVITY 3 (Class session)

Re-read [Matthew 25:34-40](#).

Discuss how you could carry out each of the Corporal Works of Mercy as a class. This may require some out of the box thinking.

1. Feed the hungry
2. Give drink to the thirsty
3. Clothe the naked
4. Give shelter to travellers,
5. Visit the sick
6. Visit the imprisoned
7. Bury the dead

Students reflect on which Corporal Work/s of Mercy was/were evident in Irene's story.

Visit the Caritas Australia website for an additional [Works of Mercy Prayer](#)

### ACTIVITY 4 (Student session)

**Pilgrim Pathways Journal** p.11: Answer at least three (3) questions from section 1 and two (2) questions from section 2 in their journal.

#### Section 1:

1. Who is affected by poverty in this story?
2. In your own words retell Irene's story?
3. When did things begin to change for Irene?
4. Where does the story take place?
5. Why do you think young girls and women are often not educated in different countries?
6. How did Caritas help?

#### Section 2:

1. Who did Irene help?
2. What change could I make that would make a difference to Irene's life?
3. When might I be able to share a skill I have learnt with others?
4. Where do I fit into the story?
5. Why is learning important for Irene? For me?
6. How might I spread the word or advocate for Irene?

# IRENE'S STORY – PILGRIMAGE

## ACTIVITY 5 (Class session)

### Catholic Social Teaching – Solidarity

Student-friendly explanation:

- We are all connected.
- We need to work together and support each other as one human family.

**Pilgrim Pathways Journal** p.11: How can we stand in solidarity with Irene?

For more teaching resources on Human Dignity for Middle and Upper Primary, refer to our [CST Toolkit](#)

## ACTIVITY 6 (Student session)

**Pilgrim Pathways Journal** p.12: Students write or draw a response to the question:

- How might Irene have been considered hungry, thirsty, unsheltered or imprisoned?

## ACTIVITY 7 (Student session)

Students brainstorm responses to the following:

- Suppose that each of the women Irene teaches how to sew, teaches two or three others. What might change in the communities they live in?

**Pilgrim Pathways Journal** p.12: List as many possibilities as you can.

Share your thoughts with someone else who has chosen this same activity.



## ACTIVITY 8 (Class session)

Lent is about preparing for the death and resurrection of Jesus. We do this through prayer, fasting and almsgiving.

After learning about Irene's story in the DRC discuss as a class how students could participate in these Lenten actions.

- Is there a class action that you could complete? You might like to focus on a different action to the first two pilgrimages.

## ACTIVITY 9 (Student session)

**Pilgrim Pathways Journal** p.13: Students then reflect on their own Lenten journey and complete at least two sections on the final page of their Pilgrims Pathway journal in Irene's journey.

It includes:

- Questions I still have
- Personal Lenten commitment
- I used to think... Now I think...
- Write a prayer that summarises your journey so far. The style of prayer that students write may vary depending on their year level and the different types of prayer they have encountered. They might write a prayer of petition, one of praise or one of thanksgiving.



# IRENE'S STORY – PILGRIMAGE

## ACTIVITY 10 (Student session)

Irene taught others how to sew. Use a needle and thread to sew lines of running stitch up and down a piece of fabric or a piece of paper to make a bookmark. Examples can be found through an internet search.



## PRAY

## ACTIVITY 11 (Class session)

**Pilgrim Pathways Journal** p.14: Before concluding the final pilgrimage with students, have them reflect one last time in their journals.

- 3 things I learnt.
- 2 questions I still have.
- 1 thing that challenged me.
- My prayer this Lent.


Conclude the third and final pilgrimage with a class prayer ritual that includes an opportunity for students to share something from the final pilgrimage or from the whole Lenten pilgrimage experience and the things they have reflected on. You might like to do this in a sacred prayer space in the classroom with a lit candle. Be sure to include your classes' chosen way to begin/end each reflective session and the Scripture passage from Matthew that has been woven throughout each pilgrimage.

As a class decide on one thing that you could do together to help people like Toefuata'iga, Lam and Irene.



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